**COVERING BOTH GLE’S AND CCSS**

**(State correlation is not a perfect match-What makes them the same….what makes them different?)**

1.1.1.Sort, classify and order objects and numbers in more than one way and by one and two attributes and describe the rule used. Use attributes such as size, shape, color, texture, orientation, position and use; and characteristics such as symmetry and congruence.

**CC.2.G.1** Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (Sizes are compared directly or visually, not compared by measuring.)

2.1.1.    Locate, label, compare, and order whole numbers up to 1,000 using pictures, place value models, number lines, and benchmarks of 0, 10 and 100, including naming the number that is 10 or 100 more or less than a given number.(Includes TMM Quick Images)

**CC.2.NBT.4** Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.

**CC.2.NBT.8** Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.

2.2.14.    Solve problems using addition and subtraction facts involving sums and differences to 20 with flexibility and fluency  **(Includes TMMToday's Number)**

**CC.2.OA.2** Fluently add and subtract within 20 using mental strategies. (See standard 1.OA.6 for a list of mental strategies.) By end of Grade 2, know from memory all sums of two one-digit numbers.

4.2.3.    Describe data that have been organized and make comparisons using terms such as largest, smallest, most often or least often

**CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

**CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)

**Ten Minute Math ONLY**

2.1.2.    Represent whole numbers up to 1,000 by modeling and writing numbers in expanded forms, e.g., 37 = (3 x 10) + (7 x 1), and regrouped forms, e.g., (2 x 10) + (17 x 1) = 37, and use the forms to support computational strategies.(Quick Images)

**CC.2.NBT.1** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:  
 a. 100 can be thought of as a bundle of ten tens - called a "hundred."  
 b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

**CC.2.NBT.3** Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.

2.2.9.    Count on by tens from a given amount, e.g., 17, 27, 37, etc.(Quick Images)

**CC.2.NBT.2** Count within 1000; skip-count by 5s, 10s, and 100s.

2.2.18. Determine and compare the value of pennies, nickels, dimes, quarters and half dollars.(Quick Images)

**CC.2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

2.2.19. Count, compare and trade sets of pennies, dimes and dollars up to $10.00 (Quick Images)

**CC.2.MD.8** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ (dollars) and ¢ (cents) symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

4.1.2. Collect and systematically organize and represent the data that answer the questions using lists, charts and tables, tallies, glyphs (coded pictures), picture graphs and bar graphs (**How Many Pockets?)**

**CC.2.MD.9** Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.

**CC.2.MD.10** Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (See Glossary, Table 1 – *Common Core State Standards for Mathematics*.)

**COVERING BOTH GLE’S AND CCSS AND SCIENCE INTEGRATION**

**GLE’s but not CCSS**

1.1.7. Demonstrate an understanding of equivalence or balance of sets using objects, models, diagrams, numbers whole number relationships (operations) and the equals sign, e.g., 2 + 3 = 5 is the same as 5 = 2 + 3 and the same as 4 + 1 = 5. (includes TMM Today’s Math and Quick Images**)**

2.2.6.    Solve problems involving telling time, including estimating and measuring the length of time needed to complete a task, to the half-hour using analog and digital clocks.(How Many Pockets?)

**CCSS but not GLE’s**